**6th Grade Math, Topic 12-5 Distance, Rate, and Time**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: math notebooks  Math textbooks | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Problem of the Day 12-5**  “Do you need an exact answer or an estimate to solve? A male alligator can weigh up to 550 pounds and a female can weigh up to160 pounds. About how many times heavier is a male alligator?”  Discuss the answers to the Problem of the Day. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  **Formula**  Ask, “What is a formula in math?”  Record responses  Decide which response would best fit what you are teaching and write it down as the class definition. | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem: Suppose that you wish to travel by automobile to your favorite vacation spot. You travel at an average speed of 55 miles per hour. How many hours will it take you to travel 440 miles?  Have students solve the problem and share their work. Encourage students to make a table and look for patterns.  Discuss the patterns that students found while answering this problem.  Discuss the relationship between distance, rate and time and come up with the formula distance=rate x time.  Ask, “How can we use this formula to help us solve the problem?”  Extend: “Suppose you traveled 990 miles to your favorite vacation spot. If you traveled at a rate of 55mph, how many hours did you travel? Explain your answer to your partner” | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use the visual learning bridge in Student Textbook.  Guided practice problems 1,2, and 3 as whole class in math journals.  Guided practice problems 4 and 5 independently, then discuss as class. | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Independent Practice Problems 6-11 in math journal. (Use this time to monitor student work. Identify students that need to revisit today’s concept.) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| **Quick Check 12-5** Have students complete and turn in the quick check, | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| 1. **Toss and Talk** partner game from differentiated instruction On-level or advanced 2. **Leveled homework** reteaching, practice, or enrichment pages (have a self-check key) 3. **Writing station** Create a Problem of the Day using distance, rate, and time. (Leave a problem of the day as an example.) Include an answer to your problem and steps of how to solve it.   During math center time, pull students based on the previous days Quick check that scored in “intervention” range to work in small groups. Use differentiated instruction intervention lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 12-5** | |